

Lingdale Primary School



RE Curriculum



RE Curriculum Intent:

At Lingdale Primary School, we believe that religious education allows children to develop positive attitudes to their own and others' beliefs, values and worldviews. We embrace the freedom that our academy status provides to tailor an RE curriculum that best serves our children and community. After extensive research, we have developed our own scheme of work that reflects the diverse range of religions and worldviews within East Cleveland and the Northeast, as well as non-religious perspectives. Our curriculum is designed to draw meaningful parallels between different religions while respecting and preserving their unique identities. As such, we have chosen to focus on the following religions and worldviews:

- Christianity
- Islam
- Hinduism
- Humanism

As this is a mixed year group curriculum, detailed thought has been used to ensure that the curriculum is progressive and any elements of a particular religion that requires one part to be taught before another has been included in the same cycle to ensure children have the required skills and knowledge to access all parts of the curriculum.

We aim to:

- ❖ Develop respect and tolerance through the teaching of Religious Education, supporting our school values and preparing children for life in modern Britain through exploring a range of religious and non-religious worldviews, engaging meaningfully with different beliefs and challenging prejudice.
- ❖ Use a philosophical and enquiry-based approach to develop children's critical thinking and empathy, encouraging children to ask big questions about life, meaning and belief; explore these through stories, artefacts, visits and discussion and evaluate different beliefs thoughtfully and respectfully.
- ❖ Nurture children's personal development, focusing on our school values, including but not limited to, kindness, fairness and respect and teach lessons that encourage self-reflection, identity building and an appreciation of difference so that children are able to flourish within the community and as citizens in a diverse society.
- ❖ Develop a sense of awe, wonder and mystery and encourage children to explore their own beliefs (religious or non-religious) in light of what they learn and to learn how to make ethical decisions linked to the responsibilities they have to each other and the wider world.
- ❖ Support children to understand the role of religion and belief in shaping communities, both locally and globally, celebrating belonging and diversity and encouraging children to show teamwork, resilience and open-mindedness as they explore faiths, visit places of worship and meet religious and non-religious visitors.
- ❖ Develop children spiritually, morally, culturally, socially and emotionally, supporting their preparation for the opportunities and responsibilities beyond Lingdale Primary School and helping them to navigate complex ideas, communicate ideas respectfully and contribute positively to the community.

Curriculum Knowledge and Skills

Religious Education

Substantive Knowledge Concepts

Belief and Faith

This concept examines belief systems shape identity, values and life choices. Children explore religious and non-religious perspectives, considering philosophical questions about existence, purpose and faith's role in personal and community life.

Sacred Texts and Stories

This involves understanding how sacred texts guide religious practices and beliefs. Children explore narratives from different worldviews, reflecting on their moral and spiritual lessons, as well as their role in connecting people to faith and history.

Symbols and Rituals

This encompasses investigating the significance of religious symbols and rituals in expressing belief. Children examine how traditions and ceremonies foster a sense of belonging and celebrate cultural or spiritual identity.

Community and Belonging

This concept explores how religious and non-religious communities shape identity and connection. Children reflect on shared practices, values and the importance of mutual respect in fostering unity.

Ethics and Morality

This substantive concept considers how beliefs influence moral values and ethical decision-making. Children compare religious and non-religious perspectives on justice, kindness and fairness and examine real-world ethical dilemmas.

Substantive Knowledge Concepts

Worship and Devotion

This concept focuses on learning about different ways people express devotion, from prayer and meditation to acts of service. Children explore how worship deepens spiritual connection across faiths and worldviews.

Festivals and Celebrations

This involves recognising the importance of religious and cultural festivals. Children investigate how celebrations mark key moments or have religious significance, bring communities together and reflect shared values.

Places of Worship and Pilgrimage

This focuses on examining how places of worship function as centres for spiritual and communal life. Children explore pilgrimage traditions, understanding their role in reflection, commitment and expression of faith.

Life, Death and the Afterlife

This concept reflects on beliefs about life's journey, the afterlife and ultimate purpose. Children compare perspectives across religions and philosophies, considering how these shape rituals, traditions and personal choices.

Disciplinary Knowledge and Skills: How we engage with different religious concepts

Theology

Theology explores people's beliefs, especially about God, focusing on origins, sacred texts, teachings, and interpretations. It helps pupils understand how beliefs shape worldviews and how stories and teachings may be interpreted differently over time.

Philosophy

Philosophy encourages curiosity and enquiry into 'big questions' about meaning, purpose, and morality. This lens supports pupils in asking challenging questions, reasoning, considering diverse perspectives and reflecting on their own ideas.

Human and Social Sciences

Human and Social Sciences examine how beliefs are lived out in practice within communities and individuals. This lens highlights the diversity of religious experiences and explores the social and cultural contexts in which people express their faith.

Long-Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1/2 Cycle A	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Is it possible to be kind to everyone all of the time?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	How important is the Prophet Muhammad to Muslims?
Year 1/2 Cycle B	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	Why do Christians believe God gave Jesus to the world?	Who is God to Hindus?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why do Hindus use symbols?	How important is the Qur'an to Muslims?
Year 3/4 Cycle A	Does praying at regular intervals help Muslims in their everyday lives?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does completing a pilgrimage make a person a better Muslim?	What is the best way for a Muslim to lead a good life?
Year 3/4 Cycle B	Does visiting the Ganges make a person a better Hindu?	What is the most significant part of the nativity story for Christians today?	What do some deities tell Hindus about God?	Do people need to go to church to show they are Christians?	What is the best way for a Hindu to lead a good life?	What do Humanists believe?
Year 5/6 Cycle A	What is the best way for a Muslim to show commitment to God?	Is the Christmas story true?	How is the Qur'an vital to Muslims today?	How significant is it for Christians to believe that God intended Jesus to die?		What is the best way for a Christian to show commitment to God?
Year 5/6 Cycle B	What is the best way for a Hindu to show commitment to God?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	What motivates Humanists to lead good lives?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead a good life?	How can Brahman be everywhere and in everything?



Reception

RE Sequences of Learning

Religious Education Overview							Reception		
Key Disciplinary Knowledge and Skills									
Theology			Philosophy				Human/Social Sciences		
<ul style="list-style-type: none">Recognise people or characters that are special in different stories.Talk about why certain stories or events are remembered.Share simple ideas about how stories or beliefs help people understand their world.Identify symbols in stories and celebrations and talk about their basic meaning.Reflect on what makes someone or something special.Talk about what makes people important or meaningful to others.Recognise actions that show belonging, like celebrating.			<ul style="list-style-type: none">Talk about what makes people important or meaningful to others.Ask questions about the world around them.Share own ideas or beliefs.				<ul style="list-style-type: none">Say how something makes them feel.Recognise actions that show belonging, like celebrating or sharing with others.Reflect on what makes someone or something special.Listen to others’ ideas or beliefs.Describe how people celebrate events.Know that different places or objects might be special to different groups.Recognise that people believe different things.		
Key Substantive Concepts									
	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
What makes people special?	✓	✓		✓	✓	✓			
What is Christmas?	✓	✓	✓		✓		✓		✓
How do people celebrate?		✓	✓	✓			✓		
What is Easter?	✓	✓	✓	✓			✓		✓
What can we learn from stories?	✓	✓			✓				
What makes places special?				✓				✓	

Reception: Autumn 1				
What makes people special?				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
<i>Who is special to me at home?</i>	<i>Why are our friends special?</i>	<i>Who are our role models?</i>	<i>Why is Jesus special to Christians?</i>	<i>Why is Jesus special to Christians?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Something that is special is important to us. All families look different. We all have special people who we care for. We can call these people our family. Family members usually love and care for each other very much. 	<ul style="list-style-type: none"> A friend is someone who you know well and like. We can all have a special friend. Each special friend is different to others' special friends, and this is okay. There can be reasons why our friends are special. 	<ul style="list-style-type: none"> A role model: <ul style="list-style-type: none"> Teaches others how to do things Shows us how we should behave and treat others Keeps on trying when things are tricky. When someone keeps on trying when things are tricky, they are resilient. A role model can be kind, helpful and respectful. 	<ul style="list-style-type: none"> People who follow Jesus' teachings are called Christians. Christians believe in God and that Jesus is God's son. Jesus wanted to show the people at the time that being kind and loving each other is the most important thing to do. Jesus is seen as the role model for Christians. 	<ul style="list-style-type: none"> Christians believe that Jesus is special because he is God's son and he was able to help everybody. Christians believe that Jesus performed miracles. Christians believe God wants people to help everybody, not just their friends and family.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Share own ideas or beliefs Say how something makes them feel Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> Reflect on what makes someone or something special Listen to others' ideas or beliefs <p>Recognise actions that show belonging, like celebrating or sharing with others</p>	<ul style="list-style-type: none"> Talk about what makes people important or meaningful to others <p>Ask questions about the world around them</p>	<ul style="list-style-type: none"> Recognise people or characters that are special in different stories Talk about why certain stories or events are remembered 	<ul style="list-style-type: none"> Share simple ideas about how stories or beliefs help people understand their world
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Family, special.	Friend, special, reason	role model, resilient, kind, helpful, respectful, behave, teach	Jesus, Christians, God, son, teachings, kind, loving	Jesus, Christians, God, son, help, miracle

Reception: Autumn 2					
<i>What is Christmas?</i>					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why do we give presents?</i>	<i>Why should we say thank you?</i>	<i>What is the Christmas story?</i>	<i>Why do Christians believe the Christmas story was good news?</i>	<i>Why did the wise men bring Jesus gifts?</i>	<i>What part did the people in the Christmas story play?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> We can exchange presents with people who are special to us or to show our love for someone or to show we have thought about someone. A present is something you give someone without wanting anything in return. When we give a present, it is important to think about what that person might like or need. 	<ul style="list-style-type: none"> Saying thank you is part of how we show people that we are happy when they have done something for us. It is important to show people that we are happy when they help us because then they will do it more and more. When we thank someone for helping us or doing something for us, it makes them feel happy and it makes us feel happy too. 	<ul style="list-style-type: none"> The Christmas story is about the birth of Jesus. Christians believe he was a special gift from God. Christians celebrate Christmas on Christmas Day because it is the day Jesus was born and they believe he is the Son of God. 	<ul style="list-style-type: none"> Christians believe God gave his son, Jesus, to the world so he could help people and be an amazing role model to show people how to live good lives. Christians believe that Jesus is their 'Saviour' and was born to help people on Earth. Christians believe Jesus was God in a human body (the incarnation of God). 	<ul style="list-style-type: none"> The wise men brought Jesus gifts to celebrate his birth. They thought he was a king so brought special gifts. The wise men brought gold, frankincense and myrrh to baby Jesus because they thought he was a king. 	<ul style="list-style-type: none"> The important people in the Christmas story were Mary, Joseph, Jesus, the angel, shepherds and wise men. Jesus is the most important person in the story because Christians believe he is the Son of God and came to bring peace and love to the world.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Say how something makes them feel Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Share own ideas or beliefs Ask questions about the world around them. 	<ul style="list-style-type: none"> Recognise people or characters that are special in different stories Talk about why certain stories or events are remembered. 	<ul style="list-style-type: none"> Share simple ideas about how stories or beliefs help people understand their world 	<ul style="list-style-type: none"> Identify symbols in stories and celebrations and talk about their basic meaning Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Talk about what makes people important or meaningful to others Recognise actions that show belonging, like celebrating.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Exchange, present, love, think, care, like, need	thank you, present, happy, important, helping	Christians, Christmas, Mary, Joseph, Jesus, angel, stable, inn, shepherd, wise man, presents, celebrate	Jesus, Christians, saviour, birth, God, role model, shepherd, help, joy	Jesus, Christians, wise men, star, special, follow, gold, frankincense, myrrh, king, special, celebrate	Jesus, Christians, God, son, important, Mary, Joseph, wise men, shepherd, angel, peace, special

Reception: Spring 1			
<i>How do people celebrate?</i>			
Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>How can we celebrate New Year?</i>	<i>How is New Year celebrated in China?</i> (1)	<i>How is New Year celebrated in China?</i> (2)	<i>How do Hindus celebrate the start of Spring?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People celebrate New Year to mark the beginning of a new year. • People often make resolutions. These are promises to try and do something better in the year ahead. • In our country, many people celebrate New Year's Eve on December 31st by counting down to midnight then celebrating. • There are often fireworks to mark the start of a new year. • People may have parties or special food. 	<ul style="list-style-type: none"> • In China, people celebrate the Lunar New Year. • The Chinese zodiac has 12 animals and each year is named after one of these animals. • There is a special story linked to the Chinese zodiac that shows why they have a different animal. 	<ul style="list-style-type: none"> • The Lunar New Year is celebrated on a different date in January or February each year. • People celebrate with red decorations, fireworks and family gatherings. • Houses are cleaned to sweep out any bad luck from the old year and clear the way for good luck. It is bad luck to clean on New Year's Day itself. • Fireworks are used in the celebrations to scare away evil spirits and ensure good luck for the new year. • The celebration of Chinese New Year lasts for 15 days. 	<ul style="list-style-type: none"> • Hindus celebrate the start of spring with a festival called Holi. It is a festival of colours. • People celebrate by throwing colourful powders, dancing and having fun with family and friends. • Holi usually takes place in March. • The festival celebrates good over evil and the arrival of a new season.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe how people celebrate events • Recognise actions that show belonging, like celebrating • Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> • Know that different places or objects might be special to different groups • Recognise that people believe different things • Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> • Describe how people celebrate events • Know that different places or objects might be special to different groups • Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise that people believe different things • Describe how people celebrate events
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Family, special, celebrate, new year, mark.	Celebrate, new year, lunar, moon, special.	Celebrate, celebration, decoration, gathering.	Celebrate, festival, arrival.

Reception: Spring 2

What is Easter?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>How can we celebrate Easter?</i>	<i>What happened in the Easter story? (1)</i>	<i>What happened in the Easter story? (2)</i>	<i>What happened in the Easter story? (3)</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Easter is a special time for Christians. • People celebrate Easter in different ways, such as eating chocolate eggs, decorating eggs and spending time with family. 	<ul style="list-style-type: none"> • Jesus rode into a town called Jerusalem on a donkey. • People were happy to see Jesus and waved palm leaves to welcome him. • This day is remembered as Palm Sunday. 	<ul style="list-style-type: none"> • Jesus went to a garden to pray. • He was feeling very sad but asked God for strength. • Soldiers came to the garden and arrested Jesus. • Jesus died on a cross on Good Friday. • It is called Good Friday because it leads to Easter. 	<ul style="list-style-type: none"> • Christians believe that Jesus came back to life on Easter Sunday. • Easter might be a happy time for Christians because it reminds people of Jesus's new life.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Describe how people celebrate events • Recognise actions that show belonging, like celebrating 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories • Talk about why certain stories or events are remembered • Talk about what makes people special or meaningful to others. Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories. • Share simple ideas about how stories or beliefs help people understand their world • Talk about what makes people special or meaningful to others. Identify symbols in stories and celebrations and talk about their basic meanings 	<ul style="list-style-type: none"> • Recognise people or characters that are special in different stories. • Talk about why certain stories or events are remembered. • Talk about what makes people special or meaningful to others. • Identify symbols in stories and celebrations and talk about their basic meanings
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Easter, celebrate, egg, church, new life	Jesus, Jerusalem, donkey, Palm Sunday	Garden, pray, arrested, soldiers, cross, Good Friday.	Easter Sunday, risen, hope

Reception: Summer 1

What can we learn from stories?

Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>What can we learn from 'The Boy Who Cried Wolf'?</i>	<i>What can we learn from 'Bilal and the Beautiful Butterfly'?</i>	<i>What can we learn from 'The Gold-Giving Serpent'?</i>	<i>What can we learn from 'The Lost Coin'?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • It is important to be honest. This means we tell the truth and do not lie. • If you lie, it can cause problems because people may not trust you. • The wolf in the story represents danger or trouble that can happen when someone doesn't tell the truth. 	<ul style="list-style-type: none"> • It is important to be kind to others, even if they are different to us. • We should respect and care for the world around us. • Muslims believe Allah created beautiful butterflies and lots of other beautiful animals and places. • Muslims believe they should praise Allah for the beautiful world he has created. 	<ul style="list-style-type: none"> • We should help others without expecting anything in return. • It is good to be kind and generous. • Being generous is a better way to live than being greedy. • If we are selfish and greedy, we may not get the rewards or happiness we expect. 	<ul style="list-style-type: none"> • We should care for what we have. • We might have things that are special or valuable to us. • Each person is valuable and important, just like the lost coin. • Christians believe that God cares for each person and everyone has great value in his eyes.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Share own ideas or beliefs. • Listen to others' ideas or beliefs. • Say how something makes them feel. 	<ul style="list-style-type: none"> • Talk about why certain stories or events are remembered • Recognise people or characters that are special in stories • Identify symbols in stories and celebrations and talk about their basic meanings
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Moral, trust, honest, truth, story, message.	Kind, different, respect, care, praise, Muslims.	Expecting, return, selfish, greedy, generous, reward.	Valuable, important, value, Christians.

Reception: Summer 2			
<i>What makes places special?</i>			
Session 1	Session 2	Session 3	Session 4
Key Question	Key Question	Key Question	Key Question
<i>What are homes like around the world?</i>	<i>What are some special places around the world?</i>	<i>Why is a church special?</i>	<i>Why is a mosque special?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Homes can look different in different countries. People build homes in different ways depending on where they live. Homes are places where people live with their families. All homes are special because they keep people safe and warm. 	<ul style="list-style-type: none"> Some places are special because of their beauty, history or meaning to people. Special places can be found in nature or made by people. People might travel a long way to visit a special place. Special places might help people feel calm, happy or close to something important. People visit special places to remember, celebrate or feel peaceful. 	<ul style="list-style-type: none"> A church is a special place for Christians. People go to church to pray, sing and feel close to God. Christians believe church is God's house. Inside a church, people might see a cross, candles and stained-glass windows. People sit quietly, sing songs (hymns), or listen to stories from the Bible. Churches are used for weddings, Christenings and celebrations like Christmas. 	<ul style="list-style-type: none"> A mosque is a special place for Muslims. Muslims go to the mosque to pray and learn. Muslims believe they can feel close to Allah (God) in a mosque. People take off their shoes and wash before they pray. Prayers are done in a special way, often kneeling or bowing. Mosques may have a minaret (a tall tower) and a prayer hall. A mosque often has a prayer mat, domes and patterns instead of pictures.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Know that different places or objects might be special to different groups Recognise that people believe different things Recognise actions that show belonging, like celebrating or sharing with others. 	<ul style="list-style-type: none"> Know that different places or objects might be special to different groups Recognise that people believe different things Recognise actions that show belonging, like celebrating or sharing with others 	<ul style="list-style-type: none"> Talk about what makes people or places special or meaningful to others. 	<ul style="list-style-type: none"> Talk about what makes people or places special or meaningful to others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Places, special, safe, different.	Special, beauty, feelings, nature, manmade, travel.	Special, church, hymns, bible, pray, celebration.	Special, place, mosque, pray, Muslim.



Year 1/2

Cycle A

RE Sequences of Learning

Religious Education Overview						Year 1/2 Cycle A			
Key Disciplinary Knowledge and Skills									
Theology			Philosophy			Human/Social Sciences			
<ul style="list-style-type: none">Retell simple stories that explain beliefs and begin to explore their meanings.Recognise that stories and texts can explain beliefs.Give examples of how stories and beliefs help people make choices in their daily lives and the difference between right and wrong.Explain how beliefs influence who or what people think is important and what actions they may take.Identify symbols or actions that help people express their beliefs.			<ul style="list-style-type: none">Ask questions about the world around them and people’s actions.Say how they feel about different beliefs or values.Listen to and discuss different viewpointsRecognise that stories and texts can explain beliefs.Explain how beliefs influence who or what people think is important.Give a reason using the word because.Reflect on what makes someone or something special and what matters most to ourselves and others.Talk about how beliefs impact how people behave including right and wrong.Talk respectfully about different views and ideas.			<ul style="list-style-type: none">Recognise that people have different beliefs and that some of these beliefs link to a religion.Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community.Recognise the names of some different religionsExplain why different places, objects or symbols might be special to different groups.Identify how people celebrate or remember religious events or festivals.Recognise the names of some different religions.			
Key Substantive Concepts									
	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
<i>What do Christians believe about God?</i>	X	X			X				X
<i>What might Christians in my town have given to Jesus as a gift?</i>	X	X	X	X	X	X	X		X
<i>Is it possible to be kind to everyone all of the time?</i>	X	X		X	X				
<i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i>	X	X	X	X	X	X	X	X	X
<i>How is God to Muslims?</i>	X	X		X	X	X			
<i>How important is the Prophet Muhammad to Muslims?</i>	X	X		X	X				

Year 1/2: Autumn 1					Cycle A
What do Christians believe about God?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we respect the work of a creator?</i>	<i>What is the Christian creation story?</i>	<i>How do Christians think God wants them to behave towards the world?</i>	<i>How do Christians think God wants them to behave towards others?</i>	<i>What are some Christian beliefs about God?</i>	<i>How can we take care of the world or somebody?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Creators make something. • What they make is called a creation. • We should treat others' creations with respect by being kind, looking and listening about them. 	<ul style="list-style-type: none"> • Christians belong to the religion of Christianity. • They believe that God made the whole Earth and everything in it. • Christians have a sacred book called the Bible. They believe it tells them about God. • The Christian creation story comes from the Old Testament of the Bible. 	<ul style="list-style-type: none"> • Christians believe that God created human beings and made them caretakers of the world and all its plants and animals. 	<p>Most Christians believe that being caretakers of the world includes taking care of the humans. They should try to be kind to people.</p> <ul style="list-style-type: none"> • The New Testament of the Bible tells Christians to 'love their neighbour as themselves' so they should try to be kind to people. 	<ul style="list-style-type: none"> • A Christian's beliefs about God might lead them to be patient or loving to other people. They might care about the environment. • This is because they believe that God wants them to look after everything in the world. 	<ul style="list-style-type: none"> • We can take care of the world by recycling waste, litter picking, saving electricity, saving water, walking or cycling more or by looking after animals. We can take care of somebody by looking after them if they are sad, being a good friend, listening or helping them.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Ask questions about the world around them and people's actions. • Say how they feel about different beliefs or values. • Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. Recognise that stories and texts can explain beliefs 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. • Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important. • Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and that some of these beliefs link to a religion. • Recognise that beliefs can have an impact on a believer's daily life. • Recognise that beliefs can have an impact on a believer's family or local community.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Create, creator, creation, treat, respect, work.	Creation, Christian, belief, sacred, religion.	Christians, created, caretaker, belief.	Christians, caretakers, bible, neighbour, belief.	Belief, patient, environment, Christian.	Recycling, saving, environment, care.

Year 1/2: Autumn 2					Cycle A
<i>What might Christians in my town have given to Jesus as a gift if he had been born in Lingdale?</i>					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we choose meaningful presents?</i>	<i>Why might the Christmas story be special to Christians?</i>	<i>Why might the gifts Jesus received have been meaningful in Bethlehem?</i>	<i>How might gifts given today be different to those from the Christmas story?</i>	<i>What gifts might Christians give to Jesus?</i>	<i>How might it feel to give and receive meaningful gifts?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A meaningful present shows thought and care for the person receiving it. A meaningful gift can be something the person needs or something that shows appreciation and love. Choosing a gift often involves thinking about what the other person likes, needs or what would make them happy. 	<ul style="list-style-type: none"> The story, or account, of Christmas is written in the new part of the Bible. The Bible says that Jesus is the Son of God, the same God that Christians might believe made the world. Christians celebrate Christmas because it reminds them of God's love for the world. 	<ul style="list-style-type: none"> The gifts given by the wise men (gold, frankincense and myrrh) each had a special meaning. Gold symbolised being royal, frankincense symbolised being holy and myrrh was a spice used to show someone is special. 	<ul style="list-style-type: none"> Gifts for a baby today might include things like clothes, toys, blankets or things that help take care of the baby. While the gifts in the Christmas story were symbolic, gifts today for a baby focus more on practicality, but both types of gifts show care and thoughtfulness. 	<ul style="list-style-type: none"> A Christian might choose a precious gift for Jesus because he is special to them. They might believe that he is a gift from God. Some gifts that Christians might give Jesus could reflect the Wise Men's gift. Other gifts could be chosen to show other things, such as care, protection, love etc. 	<ul style="list-style-type: none"> Giving a meaningful gift can make the giver feel happy and proud. Receiving a meaningful gift can make someone feel special, loved and appreciated.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Say how they feel about different beliefs or values. Give a simple reason using the word because. Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Explain how beliefs influence who or what people think is important.. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Identify symbols or actions that help people express their beliefs. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Give an example of how stories and beliefs help people make choices in their daily lives. 	<ul style="list-style-type: none"> Identify symbols or actions that help people express their beliefs. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Say how they feel about different beliefs or values. Reflect on what makes someone or something special.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Meaningful, receive, appreciation.	Bible, new testament, believe, celebrate, reminds.	Meaningful, symbol, receive, special.	Symbolic, thoughtfulness, practical.	Precious, believe, protection, special.	Giver, receiver, meaningful, appreciated.

Year 1/2: Spring 1					Cycle A
<i>Is it possible to be kind to everyone all of the time?</i>					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we be kind to someone, even if it is difficult?</i>	<i>What do Christians believe Jesus said about kindness?</i>	<i>Why do Christians believe Jesus treated someone unpopular with kindness?</i>	<i>Why do Christians believe Jesus treated someone who had let him down with kindness?</i>	<i>Why do Christians believe they should be kind?</i>	<i>Why is it important to be kind?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> It is important to be kind to people even if we don't share their feelings or beliefs. People can be different to us. Within and across religions, people may show their beliefs in different ways. It is important to be kind no matter what people believe. We can show kindness by being respectful, caring about other people's feelings and being understanding. 	<ul style="list-style-type: none"> From the story of the Good Samaritan, Christians might believe everyone is their neighbour so they should care about people whom they may not like, know or who may be outcast from society. The story of the Good Samaritan shows that even though the Samaritan had no obligation to help the hurt Jew, he did. Some Christians believe that they should behave like this, as Jesus did. 	<ul style="list-style-type: none"> From the story of Zacchaeus, Christians might believe that showing kindness or giving unpopular people a second chance might show them that they can also be good and kind. Parables are stories that Jesus told to illustrate points he was trying to make in a way (or setting) that his listeners would understand. Forgiving Zacchaeus might encourage a Christian to give people second chances even when they have hurt society. 	<ul style="list-style-type: none"> From the story with Peter, Jesus gave Christians the example of forgiving our friends. Christians might believe it is important to be kind to friends and forgive them when they make mistakes. Forgiving someone means not holding their actions against them and instead making a fresh start. Forgiving Peter might encourage a Christian to give people second chances even when they have hurt themselves personally. 	<ul style="list-style-type: none"> Most Christians believe they should be kind because of the stories Jesus told and because of his actions towards others. Jesus showed Christians that they should care for people that other people may not like through the stories of the Good Samaritan and Zacchaeus. He also showed that they should forgive and give a second chance to people, even when they have hurt society or hurt themselves personally. 	<ul style="list-style-type: none"> Being kind is when you make an effort to make someone smile or improve their day somehow. Kindness can help everyone: <ul style="list-style-type: none"> it can change how the people around us feel it can change the way we feel Kind thoughts lead to kind feelings which lead to kind actions and kind actions can make everyone a bit happier.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise ways in which beliefs can have an impact on a believer's daily life, family or local community. Recognise the names of some different religions. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and explore their meanings. Explain how values and beliefs can influence actions. Investigate how stories can teach people about right and wrong. 	<ul style="list-style-type: none"> Investigate how stories can teach people about right and wrong. Explain how values and beliefs can influence actions. Give more than one example of how stories and beliefs help people make choices. 	<ul style="list-style-type: none"> Give examples of how stories and beliefs help people make choices. Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Explain how values and beliefs can influence actions. Give examples of how stories and beliefs help people make choices. 	<ul style="list-style-type: none"> Talk respectfully about different views and ideas. Talk about how beliefs impact how people behave including right and wrong Reflect on what matters most to ourselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Beliefs, important, religion, kindness, respect.	Neighbour, outcast, society, obligation.	Unpopular, parables, society, second chance.	Forgiving, treated, mistake, actions, fresh start.	Actions, forgive, society, personally.	Effort, improve, actions, lead.

Year 1/2: Spring 2					Cycle A
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
Which qualities do I admire in people?	Why might Jesus have been special or important to the people around him?	What happened in the Easter story? (Before and during Palm Sunday)	What happened in the Easter story? (Palm Sunday to Easter Sunday)	Which symbols are in the Easter story?	Who do I admire and why?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> A quality is something about a person that makes them who they are. People have different qualities that make them special. We can admire others for their qualities. Some positive qualities include being kind, caring, helpful and brave. 	<ul style="list-style-type: none"> Jesus might have been special or important to the people around him because: <ul style="list-style-type: none"> He helped and taught people He performed miracles He told amazing stories He showed love and kindness to everyone He was seen as the 'saviour' Many Christians believe that Jesus was a teacher who shared messages about love, forgiveness and helping others. Many Christians believe Jesus performed miracles, such as healing the sick. 	<ul style="list-style-type: none"> Many people believed Jesus was their saviour (Messiah). When Jesus went to Jerusalem for a celebration with his disciples (his special friends), people welcomed him as a King by waving palm leaves, laying these and their cloaks down for him and cheering for him. Jesus had many friends who loved him, but some people were jealous of him. 	<ul style="list-style-type: none"> The Bible tells Christians that Jesus was arrested in the Garden of Gethsemane and was put to death on a cross on Good Friday. After he died, Jesus was put in a stone tomb. The Bible says that Jesus came back to life on Easter Sunday. This is seen as a miracle. 	<ul style="list-style-type: none"> Symbols help people remember important parts of a story or event. Some symbols in the Easter story include a donkey, palm leaves, the cross and a palm cross. Each symbol helps Christians reflect on Jesus's life and teachings. 	<ul style="list-style-type: none"> We can admire people in our lives, like family, friends or famous people. Admiring someone means we look up to them and want to learn from their example. People admire others for their positive qualities, like bravery, honesty or kindness. Christians admire Jesus because of his teachings and how he helped others. They admire his kindness, courage, and love for others. Admiring others can help us think about how we want to act.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Say how they feel about different beliefs or values. Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Explain how beliefs influence who or what people think is important. Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Give an example of how stories and beliefs help people make choices in their daily lives. 	<ul style="list-style-type: none"> Identify symbols or actions that help people express their beliefs. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Give a simple reason using the word because. Reflect on what makes someone or something special. Listen to and discuss different viewpoints
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Special, admire, qualities, positive.	Jesus, important, saviour, miracle, heal.	Jesus, saviour, disciples, celebration, jealous.	Jesus, cross, tomb, arrested, miracle.	Symbols, remind, reflect, important.	Admire, positive, qualities, courage, honesty.

Year 1/2: Summer 1					Cycle A
Who is God to Muslims?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can we show respect?</i>	<i>Who is Allah to Muslims?</i>	<i>What do the 99 names of Allah mean?</i>	<i>How might a Muslim show respect to Allah in their lives?</i>	<i>What do the attributes of Allah mean?</i>	<i>How can I show people who are special to me that I care?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> We can show respect by being kind, listening and treating things well. Respect means treating others kindly, listening and caring. Attributes are words that describe someone. We can show respect by sharing people's positive attributes 	<ul style="list-style-type: none"> Islam is the religion of Muslims. Muslims believe in one God, Allah. They believe he is kind, powerful and loving. Muslims recognise Allah is the most important thing in their lives. The Muslim holy book is called the Qur'an. 	<ul style="list-style-type: none"> Muslims believe that Allah has 99 names, each showing something special about him. The 99 names are mentioned throughout the Qur'an (the Muslim Holy Book). Each name tells something special about Allah – they are his attributes. Muslims do not try to picture Allah but learn about him through his names. 	<ul style="list-style-type: none"> Muslims show respect to Allah by praying, being kind to each other, putting Allah first and following his teachings. Muslims pray to Allah five times a day to respect him. They say special words of praise for Allah. Muslims put Allah first in their lives. They visit special places (pilgrimage) to show effort. 	<ul style="list-style-type: none"> The attributes of Allah help Muslims feel close to him and understand what he is like. Muslims think about these attributes when they pray and try to be kind like Allah. Muslims do not try to picture Allah but learn about him through his names. 	<ul style="list-style-type: none"> We can show people who are special to us that we care by being kind, helping them and saying kind words. Just like Muslims show love and respect to Allah, we can show love and respect to others.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Talk about how beliefs impact how people behave. Reflect on what makes someone or something special. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Identify symbols or actions that help people express their beliefs. Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and that some of these beliefs link to a religion Recognise that beliefs can have an impact on a believer's daily life. Recognise that beliefs can have an impact on a believer's family or local community. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Explain how beliefs influence who or what people think is important 	<ul style="list-style-type: none"> Recognise that beliefs can have an impact on a believer's family or local community. Explain why different places, objects or symbols might be special to different groups.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Respect, treat, attribute, positive.	Holy, important, powerful, Allah, Islam, Muslim.	Holy, attributes, special, Allah, Muslim.	Respect, Allah, Muslim, pray, respect, special.	Attributes, pray, Allah, Muslim.	Special, care, respect, Allah, Muslim.

Year 1/2: Summer 2					Cycle A
<i>How important is the Prophet Muhammad to Muslims?</i>					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What might make somebody important?</i>	<i>Why was Muhammad chosen to be a prophet?</i>	<i>How were events in the life of Muhammad important to Islam?</i>	<i>Which of Muhammad's sayings might help Muslims today?</i>	<i>Which events in Muhammad's life are most important to Muslims today?</i>	<i>How can a special person be a good role model?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Some people are important to us because of how they act, what they say or how they help others. Important people might be kind, brave, wise or helpful. People can be important in families, communities or religions. It is not just the job someone does that makes them important. It is also about their personality or character. 	<ul style="list-style-type: none"> Muslims believe in one God called Allah. Muslims believe Muhammad was chosen by Allah to be a prophet because he was kind, honest and trusted. A prophet is someone who receives a message from God to share with others. Before Muhammad became a prophet, people called him the trustworthy. Muhammad used to go into a cave to think and pray. 	<ul style="list-style-type: none"> Muslims believe that the events in Muhammad's life, especially receiving messages from Allah and the Hijrah journey, helped to begin Islam and shape the Muslim faith. 	<ul style="list-style-type: none"> Muslims remember the words Muhammad said to help them live good lives today. These are important to Muslims but not as important as the words of the Qur'an. Some of his words include "Kindness is a mark of faith." Muslims try to be kind, fair and helpful because of his sayings. 	<ul style="list-style-type: none"> Some events in Muhammad's life are remembered by Muslims because they show how to love Allah and others. Muslims believe Muhammad's whole life was guided by Allah. The moment when he received the message from Allah is especially important. 	<ul style="list-style-type: none"> A role model is someone we look up to because of how they act. Special people can show us how to be kind, fair and honest. Muslims believe Muhammad is a role model (a good example to Muslims) because he was honest, kind, patient and followed what Allah wanted.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Ask questions about the world around them and people's actions. Reflect on what makes someone or something special. Listen to and discuss different viewpoints 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs. Retell simple stories that explain beliefs and begin to explore their meanings. 	<ul style="list-style-type: none"> Give an example of how stories and beliefs help people make choices in their daily lives. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and that some of these beliefs link to a religion Recognise that beliefs can have an impact on a believer's daily life. Recognise that beliefs can have an impact on a believer's family or local community. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> Talk about how beliefs impact how people behave. Reflect on what makes someone or something special. Listen to and discuss different viewpoints
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Personality, character, important, community.	Honest, trusted, prophet, Allah, Muslim, Muhammad.	Muslims, believe, events, Muhammad, faith.	Important, sayings, kindness, faith, helpful.	Muhammad, Allah, Muslims, guided, message.	Role model, patient, honest, special, act, example.



Year 1/2

Cycle B

RE Sequences of Learning

Religious Education Overview						Year 1/2 Cycle B			
Key Disciplinary Knowledge and Skills									
Theology			Philosophy			Human/Social Sciences			
<ul style="list-style-type: none">Retell simple stories that explain beliefs and begin to explore their meanings.Recognise that stories and texts can explain beliefs.Give examples of how stories and beliefs help people make choices in their daily lives and the difference between right and wrong.Explain how beliefs influence who or what people think is important and what actions they may take.Identify symbols or actions that help people express their beliefs.			<ul style="list-style-type: none">Ask questions about the world around them and people’s actions.Say how they feel about different beliefs or values.Listen to and discuss different viewpointsRecognise that stories and texts can explain beliefs.Explain how beliefs influence who or what people think is important.Give a reason using the word because.Reflect on what makes someone or something special and what matters most to ourselves and others.Talk about how beliefs impact how people behave including right and wrong.Talk respectfully about different views and ideas.			<ul style="list-style-type: none">Recognise that people have different beliefs and that some of these beliefs link to a religion.Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community.Recognise the names of some different religionsExplain why different places, objects or symbols might be special to different groups.Identify how people celebrate or remember religious events or festivals.Recognise the names of some different religions.			
Key Substantive Concepts									
	Belief and Faith	Sacred Texts and Stories	Symbols and Rituals	Community and Belonging	Ethics and Morality	Worship and Devotion	Festivals and Celebrations	Places of worship and pilgrimage	Life, Death and the Afterlife
What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?	X	X	X	X	X		X		
Why do Christians believe God gave Jesus to the world?	X	X		X	X		X		X
Who is God to Hindus?	X	X	X	X	X	X	X	X	X
How important is it to Christians that Jesus came back to life after his crucifixion?	X	X	X				X		X
Why do Hindus use symbols?	X	X	X			X			X
How important is the Qur’an to Muslims?	X	X			X	X			

Year 1/2: Autumn 1					Cycle B
What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
What does it mean to belong?	What happens in the story of Rama and Sita?	How does the story of Rama and Sita help Hindus understand right and wrong?	How might Hindus celebrate Diwali?	How does the story of Rama and Sita inform some elements of Hindu practice?	What feelings can a sense of belonging bring?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Belonging means feeling like we fit in. It can help us to feel safe, secure and positive and develop respect for others. • Belonging to a group, club or organisation sometimes requires commitment and sometimes people need to make a promise or speak some special words or take some actions to join. • When we belong, we can feel safe, secure and positive. It can help us to relate to others. 	<ul style="list-style-type: none"> • Sita was kidnapped by a demon king. • Rama, Lakshmana (Sita's brother) and Hanuman (the monkey king) worked together to find and save Sita. • The world celebrated when Rama defeated the demon king. • On their journey home, people lit lamps to guide them. 	<ul style="list-style-type: none"> • Rama was a good person (light) but Ravana was a character who tried to hide what he was doing (dark). Rama overcame the darkness in the story. • Hindus might believe that we can change our behaviour and lead this to the light instead of the dark. • To many people, light symbolises doing the right thing or goodness. • The dark might make them think of things that are not so good or kept hidden. 	<ul style="list-style-type: none"> • Diwali is a Hindu festival which celebrates the story of the Ramayana. • It represents moving from darkness to light. • Hindus might light small diwa lamps, have a feast, give money to charity and exchange gifts. • Colourful rangoli patterns are created during festival times. • The purpose of rangoli is mainly to be decorative but is also thought to bring good luck 	<ul style="list-style-type: none"> • Diwali is seen as a chance for Hindus to reflect upon their lives. They are encouraged to get rid of harmful (dark) behaviours, such as laziness and jealousy, and to try to see the good (light) in people. • When celebrating Diwali, Hindus use lamps to remember Rama and Sita getting home and to ask Lakshmi to come to their houses. 	<ul style="list-style-type: none"> • A sense of belonging can bring many positive feelings e.g safe, loved, happy, relaxed. • Hindus may feel a sense of belonging when celebrating Diwali because lots of people come together to share the celebrations.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Talk respectfully about different views and ideas. • Talk about how beliefs impact how people behave including right and wrong. • Listen to and discuss • Give a reason using the word because. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Recognise that stories and texts can explain beliefs • Investigate how stories can teach people about right and wrong. 	<ul style="list-style-type: none"> • Investigate how stories can teach people about right and wrong. • Recognise that stories and texts can explain beliefs. • Explain how beliefs influence who or what people think is important and what actions they may take. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise the names of some different religions. • Recognise ways in which beliefs can have an impact on a believer's daily life including family and community. 	<ul style="list-style-type: none"> • Recognise ways in which beliefs can have an impact on a believer's daily life including family and community • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Ask questions about the world around them and people's actions • Talk respectfully about different views and ideas. • Reflect on what makes someone or something special and what matters most to ourselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Belong, include, secure, respect, positive.	Demon, defeated, celebrated, guide.	Overcame, darkness, lightness, symbolises.	Hindu, festival, represents, feast, exchange.	Hindus, reflect, harmful, laziness, jealousy.	Belonging, sense, positive, celebration.

Year 1/2: Autumn 2					Cycle B
<i>Why do Christians believe God gave Jesus to the world?</i>					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>Why might the world need special care?</i>	<i>Why might Christians believe that Jesus is their saviour?</i>	<i>What might a Christian use to prepare for Christmas?</i>	<i>What gifts might Christians think Jesus brought into the world?</i>	<i>Why might Christians believe that Jesus was a gift from God?</i>	<i>How can I help people in the world by showing love?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> We should all care for the world by being respectful and responsible. The world is a place we all share and it's important to care for it by treating the Earth and its resources with respect. Reducing, reusing, recycling and repairing help us take care of our environment. 	<ul style="list-style-type: none"> The story of Jesus' birth is important because Christians believe it marks the arrival of their saviour. Christians believe that Jesus is their saviour because they think he was sent by God to help people and bring peace. They might believe that Jesus was there to teach people to not be selfish or greedy, which is why they call him their saviour. 	<ul style="list-style-type: none"> Advent is the time of preparation leading up to Christmas, where Christians reflect on Jesus' birth. An Advent calendar counts down to the birth of Jesus. Christians might prepare for Christmas in different ways depending on where they live, their culture and their race. 	<ul style="list-style-type: none"> Christians believe Jesus brought gifts like love, peace and forgiveness to the world. These are supposed to make the world a better place. Christians might try to follow Jesus' example by helping others and sharing these gifts with the world. 	<ul style="list-style-type: none"> Christians might believe Jesus was a special gift from God because he saved the world and made it a better place. He taught people how to show love to each other in different ways. Jesus' birth is celebrated because it is seen as God sending help and hope to everyone. 	<ul style="list-style-type: none"> Showing love means helping others, being kind and caring for people in need. Small acts of kindness, like helping a friend, can make a big difference. Christians believe that by showing love, they are following Jesus' example. Acts of kindness and charity are seen as ways to make the world a better place and reflect Jesus' message.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Talk about how beliefs impact how people behave including right and wrong. Reflect on what makes someone or something special and what matters most to ourselves and others. Ask questions about the world around them and people's actions 	<ul style="list-style-type: none"> Explain how beliefs influence who or what people think is important and what actions they may take. Give examples of how stories and beliefs help people make choices in their daily lives Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Identify how people celebrate or remember religious events or festivals. Recognise the names of some different religions. Recognise ways in which beliefs can have an impact on a believer's daily life including family and community. 	<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs Retell simple stories that explain beliefs and explore their meanings. Explain how beliefs influence who or what people think is important and what actions they may take. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Explain how beliefs influence who or what people think is important and what actions they may take. Give examples of how stories and beliefs help people make choices in their daily lives and the difference between right and wrong. 	<ul style="list-style-type: none"> Talk about how beliefs impact how people behave including right and wrong. Give a reason using the word because Discuss why people might interpret the same situation in different ways. Reflect on what makes someone or something special and what matters most to ourselves and others.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Respectful, responsible, resources, recycle.	Saviour, arrival, selfish, greedy.	Prepare, Christian, advent, reflect, culture, race.	Peace, forgiveness, example, gifts, sharing.	Special, celebrated, Christians, gift.	Kind, caring, acts, example, charity, reflect.

Year 1/2: Spring 1					Cycle B
Who is God to Hindus?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How might we show different parts of our personality to different people?</i>	<i>Who is the supreme deity in Hinduism?</i>	<i>What is the Trimurti and what does each deity represent?</i>	<i>What do Hindus believe about God?</i>	<i>How might Hindu beliefs about God impact how they treat living things?</i>	<i>How can we show respect to living things?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • People have different parts of their personality that they show in different situations. We call these aspects. • Our personality is the way we act and think. • Different people might see different parts of our personalities, even though we are only one person. • We might show different parts of our personality depending on who we are with or where we are. 	<ul style="list-style-type: none"> • Hindus believe in one supreme deity called Brahman. • Brahman is in everything and everyone. Hindus believe that Brahman is the spark of life. • There is a spark of Brahman in every person. This is called their Atman. • Many Hindus believe that Brahman is in everything, even though they can't see this. • Hindus say Brahman is like a force that's all around us. 	<ul style="list-style-type: none"> • The Trimurti are three deities which show three aspects of Brahman's personality. • The three deities are Brahma, Vishnu and Shiva. • Brahma is the creator god. He is the one who made everything in the world. • Vishnu is the protector god. He looks after the world and helps to keep it safe. He preserves life. • Shiva is the destroyer god. He is the god of change and destruction. 	<ul style="list-style-type: none"> • Hindus believe there are many ways to think about God. Many believe God is everywhere and in everything but God can also appear in different forms. • Hindus will often use images of deities when they pray, either at home or in their temple. • They might have their own statues or pictures in their house and make a space for prayer (a shrine) on a table. 	<ul style="list-style-type: none"> • Hindus believe in being kind, respectful and caring to nature because God is everywhere and everything is special. • Hindus might show respect to animals, plants and people because they believe that God is in all of them (the 'Atman' or spark of life). • They believe in being good to others, helping people and looking after nature because it is all part of God's creation. 	<ul style="list-style-type: none"> • We can show respect to living things by being kind to animals, plants and people. • The world is a special place and we need to look after the environment, plants and animals that share it with us.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Ask questions about the world around them and people's actions. • Say how they feel about different beliefs or values. • Reflect on what makes someone or something special. • Listen to and discuss different viewpoints. 	<p>Recognise that stories and texts can explain beliefs.</p>	<ul style="list-style-type: none"> • Identify symbols or actions that help people express their beliefs. 	<ul style="list-style-type: none"> • Explain how beliefs influence who or what people think is important. • Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> • Give an example of how stories and beliefs help people make choices in their daily lives. • Explain how beliefs influence who or what people think is important. 	<ul style="list-style-type: none"> • Talk about how beliefs impact how people behave. • Give a reason using the word because
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Personality, situation, aspect.	Supreme, deity, spark, force, believe, Hindu.	Personality, aspect, deities, create, protect, destroy.	Forms, images, deities, statue, temple, pray.	Respect, treat, creation, believe.	Respect, care, environment, living things.

Year 1/2: Spring 2					Cycle B
How important is it to Christians that Jesus came back to life after his crucifixion?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can memories help us to remember someone special?</i>	<i>What happened in the Easter story? (Up to the crucifixion)</i>	<i>What happened in the Easter story? (After the crucifixion)</i>	<i>What happened in the Easter story? (After the resurrection)</i>	<i>What might Christians believe happened on and after Easter Sunday?</i>	<i>Which symbols might help us to celebrate Easter?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Memories can remind us of special people and moments in our lives. We might use symbols to help us remember someone or something important. 	<ul style="list-style-type: none"> Jesus shared a special meal with his disciples, called the Last Supper. Jesus was arrested in the Garden of Gethsemane after praying there. The Roman authorities sentenced Jesus to die on a cross. This is called the crucifixion. 	<ul style="list-style-type: none"> Jesus died on the cross and was buried in a tomb. When Mary Magdalene (a friend of the disciples) visited Jesus, his body was gone. Mary saw Jesus and he was not dead. This is called the resurrection. 	<ul style="list-style-type: none"> After Jesus's resurrection, two of his followers met a stranger while walking to a village called Emmaus. The stranger explained the scriptures about Jesus but they didn't realise it was him at first. When they shared a meal, the followers recognised the stranger as Jesus. 	<ul style="list-style-type: none"> Many Christians believe Jesus rose from the dead on Easter Sunday. They believe he visited some of his disciples. The resurrection shows Christians that death is not the end and they can have eternal life with God in heaven. 	<ul style="list-style-type: none"> Many Christians use symbols during Easter to celebrate and remember the story of Jesus' resurrection.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Ask questions about the world around them and people's actions. Discuss why people might interpret the same situation in different ways. Reflect on what makes someone or something special and what matters most to ourselves and others. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Explain how beliefs influence who or what people think is important and what actions they may take. Recognise that stories and texts can explain beliefs 	<ul style="list-style-type: none"> Give examples of how stories and beliefs help people make choices in their daily lives and the difference between right and wrong. Ask questions about the world around them and people's actions. 	<ul style="list-style-type: none"> Ask questions about the world around them and people's actions. Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Identify how people celebrate or remember religious events or festivals. Recognise ways in which beliefs can have an impact on a believer's daily life including family and community. Recognise the names of some different religions.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Memory, symbol, remember, special, moment.	Disciples, arrested, authorities, crucifixion, cross.	Tomb, cross, crucifixion, disciples, resurrection.	Resurrection, followers, scriptures, stranger.	Rose, resurrection, eternal, heaven.	Celebrate, symbol, remember, resurrection.

Year 1/2: Summer 1					Cycle B
Why do Hindus use symbols?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>What might different symbols mean to me?</i>	<i>What is the Aum symbol and how is it used?</i>	<i>What is the Hindu story of creation and how does the Aum feature?</i>	<i>Why might a lotus flower be an important symbol for Hindus?</i>	<i>What are some Hindu symbols and how might they impact Hindus?</i>	<i>Why might a symbol be meaningful to me?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> • Symbols are pictures that can have special meanings and remind us of things that are important to us. • We see symbols in everyday life (e.g. hearts for love, a red cross for a hospital). • Emojis are a form of symbol. Often, emojis can show our emotions. • Some can be personal to us and others can be shared by many. 	<ul style="list-style-type: none"> • The Aum symbol is special to Hindus. It represents a sound. • Different Hindus understand the Aum symbol in different ways. • Many Hindus use the Aum symbol when they pray at home or in temples. • The Aum symbol is also seen outside of worship—in temples, in homes, on jewellery, in books and even as art—because it helps Hindus remember what is important and feel connected to their faith. 	<ul style="list-style-type: none"> • Many Hindus believe the sound ‘Aum’ was the cause of the creation of the universe. • Hindus believe that before the world began, there was nothing—just silence and darkness. • Then, the sound Aum (Om) was the first sound in the universe. • This sound caused the universe to begin and everything grew from it. 	<ul style="list-style-type: none"> • The lotus flower is a Hindu symbol of beauty, strength and new beginnings. • The lotus flower is special in Hinduism because it grows from muddy water but stays beautiful. • A lotus flower’s petals never touch the surface. • Brahma, who created everything, appeared from the middle of the lotus flower. As Brahma is one of the Trimurti, this makes the flower important to Hindus. 	<p>Hindus use different symbols, like the Aum and lotus flower, to help them feel close to Brahman and remember important beliefs.</p> <ul style="list-style-type: none"> • Some important Hindu symbols include: <ul style="list-style-type: none"> • Aum (ॐ) – the sacred sound of creation • The lotus flower – beauty and strength. • The symbols can remind them how to live their lives and do their duty. 	<ul style="list-style-type: none"> • Symbols can be special to because they remind us of things we love or believe in. • Symbols can remind us of people, places or beliefs that are special to us. • Thinking about symbols can help us understand what is important in our own lives. • Seeing a symbol can be a reminder to focus on the important things in life and rise above things that could distract us.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Recognise that stories and texts can explain beliefs. • Give examples of how stories and beliefs help people make choices in their daily lives and the difference between right and wrong. 	<ul style="list-style-type: none"> • Retell simple stories that explain beliefs and begin to explore their meanings. • Explain how beliefs influence who or what people think is important and what actions they may take. 	<ul style="list-style-type: none"> • Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community • Recognise the names of some different religions. 	<ul style="list-style-type: none"> • Identify how people celebrate or remember religious events or festivals. • Recognise the names of some different religions. • Recognise ways in which beliefs can have an impact on a believer’s daily life including family and community.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Symbol, emotions, personal, important, remind, meaning.	Hindu, symbol special represents, worship, faith, Aum symbol.	Creation, Hindu, universe, cause, Aum, feature.	Important, symbol, Hinduism, lotus flower, strength, beginning.	Hindu, symbol, Brahman, lotus flower, Aum, creation, duty.	Celebrate, symbol, remember, resurrection.

Year 1/2: Summer 2					Cycle B
How important is the Qur'an to Muslims?					
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Key Question	Key Question	Key Question	Key Question	Key Question	Key Question
<i>How can stories help us learn?</i>	<i>How might a Muslim show respect to the Qur'an?</i>	<i>What happened on the Night of Power?</i>	<i>Which instructions from the Qur'an might Muslims follow? (1)</i>	<i>Which instructions from the Qur'an might Muslims follow? (2)</i>	<i>Which values are important to me?</i>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
<ul style="list-style-type: none"> Stories can help us learn important lessons about life. Stories have been used for a long time to teach lessons about behaviour, kindness, right and wrong. Books can share wisdom from a long time ago. Religious stories often carry messages that help believers understand how to live well. Stories are remembered more easily than lists of rules and can help people make good choices and live good lives. 	<ul style="list-style-type: none"> Muslims treat the Qur'an with great respect by keeping it on a high shelf, wrapped in cloth and not placing it on the floor. Muslims perform wudu (washing) before reading the Qur'an. Muslims believe the Qur'an is the word of Allah, so it is treated with great care. It is read in Arabic and often learned off by heart 	<ul style="list-style-type: none"> Muslims believe the Qur'an was revealed to Muhammad on the Night of Power when the Angel Jibril spoke to Muhammad. Muslims believe Muhammad was chosen by Allah to be a prophet. Muslims believe the Angel Jibril (Gabriel) gave the first words of the Qur'an to Muhammad. Muslims remember this night during the month of Ramadan. Muslims remember this night as very special — the moment the Qur'an began 	<ul style="list-style-type: none"> Muslims believe the Qur'an tells them to speak kindly and remember that Allah sees everything they do. Muslims believe the Qur'an teaches them how to live a good life. Muslims use it to guide their daily choices and behaviours. These teachings help Muslims behave in a caring, respectful and thoughtful way, even when no one else is watching. 	<ul style="list-style-type: none"> Muslims believe the Qur'an teaches them to do good, forgive others, be kind, not waste things and help people in need. "Allah loves the doers of good" teaches Muslims to be helpful and kind, because doing good is loved by Allah. "Feed the poor" encourages Muslims to give food and care to those who do not have enough. These teachings help Muslims make kind, respectful and thoughtful choices in life. 	<ul style="list-style-type: none"> We all have values that are important to us, just like Muslims follow the values in the Qur'an. A value is something that a person thinks is important and tries to live by, like kindness, fairness, honesty or helping others. We can think about what values we try to follow in our lives, whether those come from home, school, family or religion.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
<ul style="list-style-type: none"> Recognise that stories and texts can explain beliefs Ask questions about the world around them and people's actions. Give a reason using the word because. 	<ul style="list-style-type: none"> Recognise ways in which beliefs can have an impact on a believer's daily life including family and community. Identify how people celebrate or remember religious events or festivals. 	<ul style="list-style-type: none"> Retell simple stories that explain beliefs and begin to explore their meanings. Recognise that stories and texts can explain beliefs. Give examples of how stories and help people make choices between right and wrong. 	<ul style="list-style-type: none"> Explain how beliefs influence who or what people think is important and what actions they may take. Recognise that stories and texts can explain beliefs. 	<ul style="list-style-type: none"> Recognise ways in which beliefs can have an impact on a believer's daily life including family and community Recognise the names of some different religions. 	<ul style="list-style-type: none"> Recognise ways in which beliefs can have an impact on a believer's daily life including family and community Recognise the names of some different religions.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
wisdom, stories, Qur'an	respect, wudu, Arabic	Angel Jibril, Muhammed, Ramadan, Khadijah, Makkah	Allah, noble, Qur'an	squander, instructions, waste	Allah, Qur'an, values